

Marta Rosińska



#Let's Play **Use of English for Matura**

Zestaw ćwiczeń leksykalno-gramatycznych w formie gier



MULTI-ROM

- # Matura Video Training
- # ćwiczenia leksykalno-gramatyczne
- # próbne lekcje *Password 1*



macmillan
education



Use of English for Matura

Let's play!

Drodzy Nauczyciele!

Jednym z najtrudniejszych aspektów przygotowania uczniów do egzaminu maturalnego z języka angielskiego jest rozwinięcie umiejętności potrzebnych do rozwiązania dosyć szerokiej gamy zadań w części testującej znajomość środków językowych. W tej części egzaminu uczniowie muszą się wykazać znaczną wiedzą gramatyczno-leksykalną, jak również zdolnością do szybkiego przetwarzania tekstu, parafrazowania czy analizowania kontekstu, w którym dana struktura czy zwrot są testowane.

Nie dziwi więc, że zarówno nauczyciele, jak i sami uczniowie wyrażają potrzebę bardziej systematycznej pracy nad zadaniami sprawdzającymi posługiwanie się środkami językowymi. Wychodząc naprzeciw tym potrzebom, proponujemy poniższy zestaw ćwiczeń w formie gier, zawierający po pięć zadań na poziomy podstawowy i rozszerzony. Ich celem jest utrwalenie kluczowego słownictwa i struktur gramatycznych najczęściej testowanych na egzaminie maturalnym. Forma ćwiczeń została tak dobrana, aby ich wykonanie sprawiało uczniom przyjemność i ułatwiało zapamiętanie danego materiału, promując przy tym takie umiejętności jak współpraca w grupie, testowanie w parach czy samodzielne układanie zadań językowych.

Mamy nadzieję, że zaproponowane zadania spotkają się z Państwa aprobatą i pomogą uczniom nabrać większej pewności siebie przy rozwiązywaniu zadań maturalnych testujących środki językowe. Przy okazji zapraszamy również do zapoznania się z naszym nowym podręcznikiem dla szkół ponadgimnazjalnych *Password*. Jedną z kluczowych cech tego kursu jest nacisk na systematyczne rozwijanie środków językowych u polskich licealistów.

Aby jeszcze bardziej uatrakcyjnić Państwa zajęcia, do niniejszej publikacji dołączamy wybrane strony z *Password 1 Teacher's Resource File* oraz płytę Multi-ROM. Na płycie znajdują Państwo wszystkie zadania z tego przewodnika w wersji PDF, próbne lekcje z podręcznika *Password 1* oraz zestaw 4 filmów *Matura Video Training*, ułatwiających przygotowanie uczniów do matury ustnej.

Z życzeniami sukcesów

Wydawnictwo Macmillan

What's up?	I'm just a bit sleepy.	What a terrific dress!	How nice of you to say that!
Fancy going to the cinema?	Why not?	I'm not into computer games.	Neither am I.
What shall we do now?	I haven't got the faintest idea.	Have you been in touch with Mark?	Not yet, but I will be.
When should I start?	The sooner the better.	Good luck in the exam.	Thanks. I'll need it.
We're off, then. See you in a week.	Have a safe journey!	What would you rather do?	I'd prefer to go swimming.
Do you agree that young people must read books?	Only to some extent.	What's her favourite pastime?	She's quite keen on snowboarding.
Why on earth did you have an argument?	I wish I knew how it had all started.	What's she like?	Outgoing and self-confident.
I was wondering if you could help me.	What with exactly?	Why are you angry with Mary?	She always makes such a mess!



WARM-UP

- a** cup (noun) **e** match (noun)
b treat (verb) **f** lie (verb)
c paper (noun) **g** hard (adjective)
d right (adjective)

EXERCISE**1**

- a** I am going on a _____ tonight, so I won't be able to see you.
b What's the _____ of our next meeting?

2

- a** John and Mary got _____ the other day. I'm really thrilled for them.
b I can't get through to Martin. His phone is _____ all the time.

3

- a** This pencil has a sharp _____. Be careful.
b There is no _____ in asking him for help. He'll refuse anyway.

4

- a** Helen has really _____ hair. It's even lighter than mine.
b The referee's decision to send the player off was not _____. It wasn't a foul at all.

5

- a** My father works for an international _____.
b Jack is great _____. He's so cheerful and he always makes me laugh.

6

- a** We have a _____ room in our house in case we have any visitors.
b What do you do in your _____ time?

7

- a** I need to _____ my phone. The battery is running low.
b How much do they _____ for this service? I hope it's not too expensive.

8

- a** My _____ said we needed to concentrate more if we wanted to win the match.
b We went to Prague by _____. It didn't take very long.

WARM-UP

- a** (Pomimo) all my efforts, I couldn't learn Spanish.
- b** (Gdy tylko) everybody comes back, we shall leave.
- c** (Co masz zamiar teraz zrobić?) Maybe you should ask someone for help.
- d** It's hard to (zdecydować się) in such a short time.
- e** My brother (jest zainteresowany) basketball.

EXERCISE

had been cleaning/ was cleaning

does not fancy going/ prefers not to go

is building/ is being built

will finish/ finish

are building our house/ are having our new house built

although/ in spite of

It is always/ They are always

helpful/ helping

would take on/ would take up

watch/ watching

would rather/ had better

have been/ are

had more time/ had much time

was cooking/ cooked

an exam/ the exam

- 1** We (jesteśmy) friends since we (byliśmy) at school together.
- 2** As soon as you (skończysz) your homework, we'll start (oglądać) the film.
- 3** A new supermarket (buduje się) not far from where we (budowany jest nasz nowy dom).
- 4** If I (miałbym więcej czasu), I (zająłbym się) a new sport.
- 5** While Helen (sprzątała) room, her husband (gotował) the dinner.
- 6** I always appreciate your advice. (One są zawsze) very useful and (pomocne).
- 7** Cathy (nie ma ochoty na wyjście) to the cinema. She (wolałaby) stay at home.
- 8** (Pomimo tego, że) I had studied hard, I failed (egzamin) badly.



DO	PICK	GIVE	FACE	PAY
LEARN	CATCH	THINK	BUY	SET
TAKE	PASS	MAKE	KEEP	GO



- 1 The police _____ the man red-handed, and arrested him straightaway.
- 2 I have to _____ lots of homework tonight.
- 3 Could you _____ me a lift home, please?
- 4 I _____ in touch with my friends on Facebook.
- 5 My holiday is only short, but I want to _____ the most of it.
- 6 Unemployment is one of the biggest problems we must _____ up to.
- 7 Our English teacher _____ a lot of homework for tomorrow.
- 8 Do you know when we can _____ this test again?
- 9 I _____ some English during my last visit to London.
- 10 They need more time to _____ the problem over.
- 11 Last time I _____ something on impulse, I regretted it.
- 12 No one in class _____ attention to what I was saying. It was upsetting.
- 13 Jessica has just _____ on a healthy diet to keep fit.



WHAT	NONSENSE!
WHAT	ARE YOU UP TO?
WHAT	SHALL WE DO?
YOU MUST	BE JOKING.
YOU MUST	BE TIRED AFTER ALL THIS HARD WORK.
IT MUST	BE A MISTAKE.
HOW	ABOUT GOING OUT TONIGHT?
HOW	HARD WAS THE EXAM?

HOW	ARE YOU DOING?
HOW	KIND OF YOU.
WOULD YOU	MIND GIVING ME A HAND?
WOULD YOU	RATHER STAY AT HOME?
WOULD YOU	LIKE TO COME WITH ME?
IT IS	NO USE ASKING HIM FOR HELP.
IT IS	HIGH TIME YOU LEARNT TO DRIVE.
IT IS	INCREDIBLE!

6

Word Formation

STUDENT'S WORKSHEET A

- 1 Give three examples of nouns beginning with the negative prefix *dis-*.

1 _____
2 _____
3 _____

- 2 What two different verb forms can be made from the word *light*?

1 _____
2 _____

- 3 Make four different words from the root word *communicate*.

1 _____
2 _____
3 _____
4 _____

- 4 Give three examples of adjectives ending in *-ous*.

1 _____
2 _____
3 _____

- 5 Make four different words from the root word *success*.

1 _____
2 _____
3 _____
4 _____

- 6 What negative prefix is used before all of these words: *kind, do, employment*?

kind _____
do _____
employment _____

- 7 Give three examples of adjectives beginning with the negative prefix *im-*.

1 _____
2 _____
3 _____

- 8 Give three examples of nouns ending in *-dom*.

1 _____
2 _____
3 _____



6

Word Formation

STUDENT'S WORKSHEET B

- 1 Give three examples of nouns beginning with the negative prefix *mis-*.

1 _____
2 _____
3 _____

- 2 What two different noun forms can be made from the word *able*?

1 _____
2 _____

- 3 Make four different words from the root word *approve*.

1 _____
2 _____
3 _____
4 _____

- 4 Give three examples of adjectives ending in *-ive*.

1 _____
2 _____
3 _____

- 5 Make four different words from the root word *predict*.

1 _____
2 _____
3 _____
4 _____

- 6 Give three examples of adverbs spelt with a double */* at the end.

1 _____
2 _____
3 _____

- 7 What negative prefix is used before all of these words: *ability, sensitive, tolerance*?

ability _____
sensitive _____
tolerance _____

- 8 Give three examples of nouns ending in *-ship*.

1 _____
2 _____
3 _____

		Correct	Incorrect
1	I regret not learning more foreign languages when I was younger.		
	I wish I learnt more foreign languages when I was younger.		
2	I'm not used to getting up at the crack of dawn.		
	I'm not in the habit of getting up very early.		
3	My grandfather used to tell lots of jokes.		
	My grandfather would tell jokes all the time.		
4	They say that the police caught the culprit last night.		
	The police are said to caught the culprit last night.		
5	No matter how hard I worked, I could not make ends meet.		
	Hard though I worked, I could not earn more money.		
6	They are building a new supermarket in my neighbourhood.		
	A new supermarket is built in the area where I live.		
7	I had no idea that this service would cost so much money.		
	Little I realised that I'd have to pay so much for this service.		
8	My sister takes after our father.		
	My sister is similar to our father.		
9	I've never been to England before.		
	This is the first time I have been to England.		
10	Why don't we go to the cinema tonight?		
	Why not to go to the cinema tonight?		

WARM-UP

- 1 At _____ glance Joe looks as if he is _____ friendly man.
- 2 Having _____ her homework, Angela decided to go _____ for a walk.
- 3 We completed the task _____, so the teacher praised _____ a lot.
- 4 English is a truly _____ language to learn, especially _____ it comes to vocabulary.
- 5 _____ having two jobs, I _____ not make the ends meet.
- 6 If I _____ known you were coming, I would have cooked _____ dinner.

EXERCISE

- 1 I won't go out _____ I don't do all my homework.
- 2 When I was young, I _____ play hide and seek all the time.
- 3 Can you put me _____ to the manager please? I need to ask him something.
- 4 I study English so _____ I can get a better job in the future.
- 5 I'm sorry but I won't be able to make _____ to the meeting.
- 6 What's the new teacher _____? I've heard she's very nice.
- 7 _____ you told me the truth in the first place, I would have reacted differently.
- 8 _____ Himalayas are the highest mountains in the world.
- 9 I owe Kim a lot. She will always _____ me out when I'm in trouble.
- 10 Let's go to the cinema! Why _____?!
- 11 You can use our website to _____ yourself if you'd like to check your level of English.
- 12 Having _____ to London before, I felt pretty confident travelling everywhere on the Tube.
- 13 I usually go in _____ activities which involve some form of competition.
- 14 I regret _____ studying foreign languages when I was younger. I wish I had.
- 15 Could you do me a favour? I'd really appreciate _____ help.
- 16 Were _____ to study another foreign language, I'd choose Spanish.
- 17 The captain _____ the ship safely through the narrow passage.

WARM-UP

- a** Kraków / regard / one / beautiful / city / Poland.
- b** Until / I / get home / I / realise / I / leave my phone / school.
- c** You / not do well / exam / unless / you / get / work now.
- d** Mark / deserve / give / award / heroic act.

EXERCISE

- | |
|---|
| 1 We shall leave (moment / everybody / turn). We mustn't be late for the meeting. |
| 2 The Prime Minister (say / resign) last night, but there is no official news yet. |
| 3 (No sooner / I / get) home then the boss rang me and told me to return to the office. |
| 4 By the time we arrived, John (leave / airport). We didn't even say goodbye to him. |
| 5 (matter / hard) I tried, I couldn't learn Chinese. |
| 6 My friends (talk / go) to the cinema so I went, but the film was a total disaster. |
| 7 I wish I (lose / touch) so many of my school friends. It would be good to see them from time to time. |
| 8 (Rich / he / be), he's the least generous person I've ever met. |
| 9 By 2020 we (graduate) university. |
| 10 (use / argue). We need to sit down and talk things over. Arguments are pointless! |

10

The Right Word

STUDENT'S WORKSHEET A

ANXIOUS HARM APPEAR HIGH REASON ABLE

- 1 I am fed up with this government's _____ to solve the problem of migration.
- 2 Don't panic! This spider is quite _____.
- 3 What is the _____ of Mont Blanc?
- 4 Your expectations are completely _____. We can't meet them.
- 5 Exams often cause a lot of _____ among students.
- 6 No one can explain the businessman's _____. The police are still looking for him.

© Macmillan Polska 2016

www.macmillan.pl

PHOTOCOPIABLE



10

The Right Word

STUDENT'S WORKSHEET B

RELY APPEAR PRESS CONVENIENCE HARM HIGH

- 1 I really think _____ of my teachers.
- 2 Car fumes have a _____ effect on the environment.
- 3 You can't trust Tim. He's completely _____.
- 4 _____, Frank has just got divorced. I've heard him talking to Jemma about it.
- 5 It's very stressful to work under _____.
- 6 The time of the meeting is _____ for me. Could we meet up later?

© Macmillan Polska 2016

www.macmillan.pl

PHOTOCOPIABLE



10

The Right Word

STUDENT'S WORKSHEET C

RELY EXPERIENCE STRESS TRUST PRONOUNCE REASON

- 1 I'm afraid Laura is too _____ to get this job. We need someone older.
- 2 Amanda is so self-_____. She must be the most independent 16-year-old under the sun.
- 3 I find the _____ of some English words very hard.
- 4 Who can I _____ with this task? I need someone very responsible.
- 5 What was your _____ behind this project? What made you come up with such a plan?
- 6 The parents felt _____ when they learnt that their son had had an accident.

© Macmillan Polska 2016

www.macmillan.pl

PHOTOCOPIABLE

1

Mini-dialogue Dominoes

TEACHER'S NOTES

Level: basic Matura

Aim: practise spoken exchanges, create longer logical exchanges

- 1 Make a copy of the worksheet for each student. As a warm-up, ask the students to say when they would say or ask the following.
 - *What's the matter?*
 - *Oh, poor you! It's not my fault.*
 - *It serves him right.*
 - *Cheers. It's not my cup of tea.*
 - *What's he like?*
 - *A second helping for anyone?*

E.g. 'Can you do me a favour?'
When you ask someone for help
- 2 Cut up the domino pieces along the dotted lines and distribute the sets to each group.
- 3 Ask the students to match up the domino pieces, making sure that the lines of each mini-dialogue match. Monitor the activity.
- 4 When the students have finished, check their answers. Then ask the students to add another line or two to the dialogue to create a short conversation (see the example below). Ask the students to avoid adding words such as 'OK', 'Fine', 'Sure', etc.

- *What's up?*
- *I'm just a bit sleepy.*
- *Go to bed and get some sleep. / Why? What kept you awake last night?*
- *etc.*

- 5 You may wish to ask each pair to choose one of the mini-dialogues and prepare a longer dialogue. The pairs can then present their dialogues. The pair with the longest logical dialogue wins.

KEY:

Warm-up: sample answers

- *What's the matter?* When someone looks unwell.
- *Oh, poor you!* When someone is not feeling well.
- *It's not my fault.* When someone did not do what they are accused of doing.
- *It serves him right.* When someone deserves the situation he is in.
- *Cheers.* When someone is grateful for something, when you raise your glass.
- *It's not my cup of tea.* When something is not your hobby, not for you.
- *What's he like?* When you ask about someone's personality.
- *A second helping for anyone?* When you want to offer someone extra food.

© Macmillan Polska 2016

www.macmillan.pl

PHOTOCOPIABLE



2

Explore Words

TEACHER'S NOTES

Level: basic Matura

Aim: raising awareness of and practising the use of polysemy

- 1 Make a copy of the worksheet for each pair.
- 2 As a warm-up, ask the students to read the following words and suggest two different meanings for each word. Allow them to use dictionaries if necessary.

a cup (noun)	e match (noun)
b treat (verb)	f lie (verb)
c paper (noun)	g hard (adjective)
d right (adjective)	
- 3 Divide the students into pairs. Ask each pair to get a piece of paper and write down numbers from one to eight vertically. Give each pair a copy of the worksheet.
- 4 Explain that you are going to read out words to complete the sentences on the worksheet, one word at a time. The students' task is to decide which of the pairs of sentences on the worksheet the word should go in. Ask the students not to shout out the answers, but to write the number of the correct sentence on their piece of paper. The words to read out are: *coach, fair, date, point, company, spare, engaged*. **Note:** you won't read out the word needed for sentence 7 (charge).
- 5 When you have read out seven of the words, check the answers, and give a point to each pair for each correct answer. Then, ask the students to read sentence 7 and

suggest what the missing word is and write it down on their piece of paper.

- 6 Ask the students to add up their points including points for the word in sentence 7 and present their final score.
- 7 **Note:** to make the task more challenging, you may wish to read out some extra words that are not needed to complete the sentences. Read out: *firm, blonde, busy, sense*. The students must reject these words as incorrect. If you decide to add this extra challenge, warn the students before you begin the activity that some of the words will not fit any of the sentence pairs.

KEY:

Warm-up

- cup (noun) – filiżanka, puchar
- treat (verb) – traktować, leczyć
- paper (noun) – papier, gazeta
- right (adjective) – prawy, poprawny
- match (noun) – mecz, zapalka
- lie (verb) – leżeć, kłamać
- hard (adjective) – trudny, ciężki

Exercise

- | | |
|-----------|-----------|
| 1 date | 5 company |
| 2 engaged | 6 spare |
| 3 point | 7 charge |
| 4 fair | 8 coach |

3

Translation at Work

TEACHER'S NOTES

Level: basic Matura

Aim: practising translation

- 1 Make one copy of the worksheet for each pair.
- 2 As a warm-up, ask the students to translate the fragments in brackets in at least two different ways.
 - a (Pomimo) all my efforts, I couldn't learn Spanish.
 - b (Gdy tylko) everybody comes back, we shall leave.
 - c (Co masz zamiar teraz zrobić?) Maybe you should ask someone for help.
 - d It's hard to (zdecydować się) in such a short time.
 - e My brother (jest zainteresowany) basketball.
- 3 Give each pair a copy of the worksheet, with the translation pairs scattered above the sentences. Ask the students to read the sentences first, and then match each sentence with the correct translation pair. Once the students have matched the sentence with the translation pair, they must choose which translation is correct.
- 4 When the students have finished, check their answers.
- 5 If time allows, ask the students to write sentences using the translation options that were rejected.

- 6 To round the task off, you can ask the students to work in pairs to prepare five sentences of their own with fragments for another pair to translate. Encourage the learners to focus on both grammatical and lexical structures in equal measure.

KEY:

Warm-up

- a Despite / In spite of all my efforts, I couldn't learn Spanish.
- b As soon as / The moment everybody comes back, we shall leave.
- c What are you going to do now? What do you intend to do now? Maybe you should ask someone for help.
- d It's hard to make a decision / make up your mind in such a short time.
- e My brother is interested / is into basketball.

Exercise

- 1 have been / were
- 2 finish / watching
- 3 is being built / are having our house built
- 4 had more time / would take up
- 5 was cleaning the room / was cooking
- 6 It always is / helpful
- 7 does not fancy going / would rather
- 8 Although, Though/ the exam



4

You choose

TEACHER'S NOTES

Level: basic Matura

Aim: practising collocations (multiple choice)

- 1 Make enough copies of the two worksheets for each pair of students. Cut worksheet A along the dotted lines and put the words into an envelope.
- 2 Divide the students into pairs. As a warm-up, ask them to give you three examples of collocations with each of the following verbs: make, do, take, give, keep. Write the correct expressions up on the board.
- 3 Give each pair a copy of worksheet B and an envelope containing the cut-up verbs.
- 4 Ask the students to take the verbs out of the envelope and spread them out on their desk. Then get them to read the sentences on worksheet B. Explain that their task is to complete each of the sentences using the correct form of one of the verbs. **Note:** there are more verbs than sentences.
- 5 To add an element of competition, you may wish to set a time limit.
- 6 When the students have finished, check the answers. Then ask the students to memorise the expressions they have just created; e.g., give a lift. Allow 2–3 minutes for this.

- 7 Ask the students to put worksheet B away so that they cannot see it. Read out the following nouns and noun phrases and get the students to shout out the corresponding verbs from worksheet A. Give one point to the pair who shouts the answer out first. The nouns and noun phrases to read out are: someone a lift (give), homework (set, do), on a diet (go), attention (pay), someone red-handed (catch), in touch (keep), a problem (face up to, think over), on impulse (buy), the most of something (make), some English (pick up), a test (take).
- 8 For homework, ask the students to write their own sentences using some of the expressions.

KEY:

- | | |
|------------|-----------|
| 1 caught | 8 take |
| 2 do | 9 picked |
| 3 give | 10 think |
| 4 keep | 11 bought |
| 5 make | 12 paid |
| 6 face | 13 gone |
| 7 set/gave | |

5

Snap it up

TEACHER'S NOTES

Level: basic Matura

Aim: Practising fixed expressions, making short dialogues

- 1 Make enough copies of the worksheet, one per pair, and cut it up along the dotted lines. Put the darker coloured squares into one envelope, and the lighter coloured squares into another one. Each pair will need to have two different envelopes.
- 2 Divide the students into pairs. As a warm up, ask the students to tell you when (in what context) they might hear the following expressions: *Never mind./ What a shame./ Better late than never./ The sooner the better./ You must be kidding.*
- 3 If time allows, ask the students to prepare short dialogues with the above-mentioned phrases, and practise them in pairs.
- 4 Give each pair two different envelopes, and ask the students to take the squares out, without mixing up the two sets. The students should shuffle each set and put it face down. There should be two piles.

- 5 Explain that the students will play 'Snap'. They take turns to pick one card from each of the piles. If the cards make up a correct expression, they should shout 'snap', and take the cards. If the cards do not make up a correct expression, they should put them back under each pile. Each student takes one turn at a time. **Note:** more than one correct answer is possible, e.g. *How kind of you.* and *It's kind of you.*
- 6 The students should play until they match up all the cards.
- 7 The student who has the most cards at the end of the game wins.
- 8 When all the students have finished, check the answers.
- 9 To complete the exercise, you may want to ask your students to test each other. Student A picks a card, and asks Student B to quote the rest of the expression. Let them continue until they run out of cards.
- 10 If time allows, ask the students to make short dialogues with these expressions, and act them out in pairs.



6

Word Formation

TEACHER'S NOTES

Level: extended Matura

Aim: practise word formation, encourage verbal creativity

- 1 For the warm-up, select 10 words you have been working on recently from the point of view of word formation. Prepare questions such as 'What is the negative prefix before...?' and 'What is the noun/adjective/verb/adverb from...?'. Ask the students to work in pairs. Read the questions out and ask the pairs to write their answers down. When they are ready, they give their answers for you to verify. The students score one point for each correct answer. The pair with the most points wins.
- 2 Ask the students to work in pairs (you may want to ask them to work with a different partner). For each pair, give a copy of the Student A worksheet to one student and a copy of the Student B worksheet to the other. Ask the students to complete their worksheets, asking you questions if necessary. Check that their answers are correct.
- 3 When everyone has finished, ask them to use their worksheet to test their partners.
- 4 When the students have finished, you may want to organise a competition for the longest word-formation sentence; e.g. 'Mr Successful succeeded in successfully completing the task that had so far been very unsuccessfully dealt with, which was a great success'. The students get 1 point for

each word in the sentence and 2 points for each derivative. The pair with the most points wins.

KEY: sample answers

Student A

- 1 disappointment, dissatisfaction, disloyalty
- 2 lighten, enlighten
- 3 communicative, uncommunicative, communicator, communication
- 4 famous, marvellous, autonomous
- 5 successful, unsuccessful, succeed, successor
- 6 un-
- 7 impolite, improbable, impossible
- 8 freedom, stardom, boredom

Student B

- 1 misbehaviour, misinterpretation, mistrust
- 2 ability, disability
- 3 approval, disapproval, disapprove, disapprovingly
- 4 talkative, formative, creative
- 5 predictable, unpredictable, prediction, predictably
- 6 formally, faithfully, fully
- 7 in-
- 8 friendship, relationship, sponsorship

7

Sentence Transformation

TEACHER'S NOTES

Level: extended Matura

Aim: practise sentence transformation, encourage accuracy

- 1 As a warm-up, prepare 4–5 sentences which you think your students will be able to paraphrase in more than one way; e.g. 'I'm not into sport.' ('Sport isn't my cup of tea', 'I'm not too keen on sport', etc.). Make sure that your choice of sentences covers grammatical and lexical paraphrases. Divide the students into pairs and ask them to paraphrase each sentence in as many ways as possible. The students score one point for each correct answer. The pair with the most points wins.
- 2 Ask the students to work in pairs (you may want to ask them to work with a different partner) and give each pair a copy of the worksheet. Ask the pairs to read the original sentences and their paraphrased versions and decide whether the paraphrasing is correct.
- 3 Ask the students to write their answers in the relevant columns, putting ✓ if the paraphrase is correct, and ✗ if the paraphrase is incorrect.

- 4 When all the students have finished, ask them to exchange their worksheets and mark each other's answers so that one pair marks another pair's answers. The pair with the most correct answers wins. After the students have added up the points and the winners have been decided, they return the worksheets to their owners, who then correct the incorrect paraphrases.
- 5 When they have finished, you may want to ask each pair to come up with yet another paraphrase of the sentences on their worksheets.

KEY:

- 1 incorrect (I wish I had learnt)
- 2 correct
- 3 correct
- 4 incorrect (to have caught)
- 5 correct
- 6 incorrect (is being built)
- 7 incorrect (Little did I realize..)
- 8 correct
- 9 correct
- 10 incorrect (why not go...)



8

Open Cloze

TEACHER'S NOTES

Level: extended Matura

Aim: practise gap-filling, identifying missing parts of speech

- 1 Make a copy of the worksheet for each pair.
- 2 As a warm-up, ask the students to read the following sentences and decide what part of speech has been replaced by a gap. Ask the students to suggest what the missing word is.
 - 1 At _____ glance Joe looks as if he is _____ friendly man.
 - 2 Having _____ her homework, Angela decided to go _____ for a walk.
 - 3 We completed the task _____, so the teacher praised _____ a lot.
 - 4 English is a truly _____ language to learn, especially _____ it comes to vocabulary.
 - 5 _____ having two jobs, I _____ not make the ends meet.
 - 6 If I _____ known you were coming, I would have cooked _____ dinner.
- 3 Divide the students into pairs and give each pair a copy of the worksheet. Ask the pairs to complete the sentences with the missing words. Then, ask them use these words to make a sentence. All the words must be used. The pair that finishes the whole activity first wins.

- 4 To round the exercise off, you may wish to ask each pair to prepare five sentences, each with two gaps. Tell the students to position their gaps in the sentences so that different parts of speech can be tested. When they have finished, ask the pairs to exchange their sets and complete each other's exercises.

KEY:

Warm-up

- 1 first, a
- 2 done / completed / finished, out
- 3 well / quickly, us
- 4 difficult / complicated, when
- 5 Despite, could
- 6 had, some

Exercise

- | | |
|-----------|-----------|
| 1 if | 10 not |
| 2 would | 11 test |
| 3 through | 12 been |
| 4 that | 13 for |
| 5 it | 14 not |
| 6 like | 15 your |
| 7 had | 16 I |
| 8 the | 17 sailed |
| 9 help | |

9

Grammar up your Sentences

TEACHER'S NOTES

Level: extended Matura

Aim: practising 'grammaticalisation'

- 1 Make one copy of the worksheet for each pair.
- 2 As a warm-up, ask the students to make sentences using the prompts below. More than one correct answer is possible. Tell the students that they will need to: (a) add more words; and (b) change the forms of the words given if necessary. The students **mustn't** change the order of the words.
 - a Kraków / regard / one / beautiful / city / Poland.
 - b Until / I / get home / I / realise / I / leave my phone / school.
 - c You / not do well / exam / unless / you / get / work now.
 - d Mark / deserve / give / award / heroic act.
- 3 When the students have finished, check their answers. Go through all the possible variations of these sentences.
- 4 Give each student a copy of the worksheet. Explain that their task is to complete the sentences using the prompts in brackets. They **mustn't** use more than five words. When the students have finished, they should pair up, compare their answers, and decide on the best one.
- 5 To round the task off, you may ask the students to work in pairs and prepare five more sentences like those in the worksheet for another pair to work on.

KEY:

Warm-up

- a Kraków is regarded as one of the most beautiful cities in Poland.
- b Not until I got home did I realize that I had left my phone at school.
- c You won't do well in the exam unless you get down to work now.
- d Mark deserves/deserved being given an award for his heroic act.

Exercise

- 1 We shall leave the moment everybody turns up.
- 2 The Prime Minister is said to have resigned last night.
- 3 No sooner had I got home ...
- 4 By the time we arrived, John had left for the airport.
- 5 No matter how hard I tried, ...
- 6 My friends talked me into going to the cinema....
- 7 I wish I had not lost touch...
- 8 Rich though/ as he is, ...
- 9 By 2020 we will have graduated from university.
- 10 It's no use arguing...

© Macmillan Polska 2016

www.macmillan.pl

PHOTOCOPIABLE



10

The Right Word

TEACHER'S NOTES

Level: extended Matura

Aim: practising word formation, interpreting the context of the sentence

- 1 Make enough copies of worksheets A, B and C for each student to have a copy of one sheet.
- 2 As a warm-up, ask the students to read the following sentences and decide which words should go inside the gaps. **Note:** The words must all come from the same root; e.g., tact, tactless, tactful, tactfully.
 - a The rate of _____ has gone down since last year.
 - b The company looks after its _____, and pays them decent salaries.
 - c A good knowledge of foreign languages makes you more _____.
 - d My father has been _____ for the last six months. He's been unable to find a job.

Key: a unemployment, b employees, c employable, d unemployed
- 3 Give out the worksheets. Explain that the task is to complete each sentence using the correct form of one of the words shown at the top. Encourage the students to match the word with the sentence before deciding on its correct form.

- 4 When the students have finished, explain that you will read the answers at random. If the students have the answer you have just read out, they should shout 'Bingo!' and put a tick next to the sentence on the worksheet. The winner is the student (or students) who tick all the words first, as long as all the words are spelled correctly.
- 5 Check all the answers at the end of the activity.
- 6 To round the activity off, you may ask the students to work in pairs. Each partner must prepare a set of sentences like the ones in example 1 for their partner to complete.

Answers to read out at random: inability, harmless, height, unreasonable, anxiety, disappearance, highly, harmful, unreliable, apparently, pressure, inconvenient, inexperienced, reliant, pronunciation, entrust, reasoning, distressed

KEY:

A	B	C
1 inability	1 highly	1 inexperienced
2 harmless	2 harmful	2 -reliant
3 height	3 unreliable	3 pronunciation
4 unreasonable	4 Apparently	4 entrust
5 anxiety	5 pressure	5 reasoning
6 disappearance	6 inconvenient	6 distressed

#Password 1 2 3 4

Teacher's Resource File

Sample
Pages

<p>You are going to have a family picnic in a park.</p> <p>TABOO PHRASES: lunch family picnic park</p>	<p>You are going to buy clothes in a department store.</p> <p>TABOO PHRASES: buy clothes department store</p>	<p>You are going to watch a horror film at the cinema.</p> <p>TABOO PHRASES: watch horror cinema</p>
<p>You are going to read your emails at an Internet café.</p> <p>TABOO PHRASES: read e-mail Internet café</p>	<p>You are going to have lunch at a fast food bar.</p> <p>TABOO PHRASES: lunch fast food bar</p>	<p>You are going to cook dinner for your family in the kitchen.</p> <p>TABOO PHRASES: cook dinner family kitchen</p>
<p>You are going to have a family dinner on Christmas Eve.</p> <p>TABOO PHRASES: family dinner Christmas Eve</p>	<p>You are going to go to school by bus.</p> <p>TABOO PHRASES: go school bus</p>	<p>You are going to study for a test at the library.</p> <p>TABOO PHRASES: study test library</p>
<p>You are going to relax on the beach.</p> <p>TABOO PHRASES: relax beach</p>	<p>You are going to watch your favourite series on TV.</p> <p>TABOO PHRASES: watch favourite series TV</p>	<p>You are going to walk back home from school.</p> <p>TABOO PHRASES: walk back home school</p>

5

Communicative Activity 2

I'm going to get up really early on Saturday ...

Napisz 10 zdań o swoich planach lub przewidywaniach dotyczących przyszłości. Użyj konstrukcji *going to* i *will*. Dwa zdania powinny być fikcyjne. Opowiedz o spisanych zamierzeniach koledze / koleżance tak, aby nie odgadł / odgadła, które z nich są fikcyjne. Możesz użyć następujących wyrażen czasowych:

tonight this weekend soon next year in a few years

Example: I'm going to study abroad in a few years.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Posłuchaj kolegi / koleżanki. Które z jego / jej zdań są według Ciebie nieprawdziwe?

The untrue sentences:

- 1 _____
- 2 _____



Napisz 10 zdań o swoich planach lub przewidywaniach dotyczących przyszłości. Użyj konstrukcji *going to* i *will*. Dwa zdania powinny być fikcyjne. Opowiedz o spisanych zamierzeniach koledze / koleżance tak, aby nie odgadł / odgadła, które z nich są fikcyjne. Możesz użyć następujących wyrażen czasowych:

tonight this weekend soon next year in a few years

Example: I'm going to study abroad in a few years.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Posłuchaj kolegi / koleżanki. Które z jego / jej zdań są według Ciebie nieprawdziwe?

The untrue sentences:

- 1 _____
- 2 _____

- 1 Uzupełnij diagramy nazwami instrumentów muzycznych odpowiednich dla podanych grup muzyków. Możesz korzystać ze słownika.

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 150px; margin-bottom: 10px;">rock band</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 150px;">orchestra</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 150px; margin-bottom: 10px;">percussion _____</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 150px;">flute _____</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 150px; margin-bottom: 10px;">jazz band</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 150px;">unplugged concert</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 150px; margin-bottom: 10px;">trumpet _____</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 150px;">acoustic guitar _____</div>
--	---	--	--

- 2 Przeczytaj poniższe recenzje występów muzycznych. Dopasuj rodzaje występów (a-d) do opisów (1-4).

- 1 ☐ The highlight of the evening was their greatest hit *Don't let me down now*. Rick Nilsson's guitar solo was absolutely awesome! The good old days of the band came back with this amazing performance.
- 2 ☐ She was brilliant as Carmen tonight. Her voice, crystal-clear and strong, full of passion in the arias, moved the listeners deeply.
- 3 ☐ David Jetta, the author of the choreography, didn't really do a great job. The artists looked lost on the stage and couldn't find their partners. Not very impressive. Sorry!
- 4 ☐ Mila Fisher, the winner, was definitely my favourite performer that evening. She put her heart and soul into the song. One day, she's going to be a star!

- a singing contest
b dancing performance
c a rock concert
d opera

- 3 **EXAM TASK** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 1-4 litery, którymi oznaczono brakujące zdania (A-E), tak aby otrzymać logiczny i spójny tekst. Uwaga: Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

- A They have also visited Poland.
B The rule is simple: you can play on anything but not on traditional instruments!
C There are some elements of theatre in it such as characterisation, but there are no dialogues.
D For example, they hit different objects in the street and tap their fingers on the table at home.
E They clap their hands to the rhythm.

How much music and rhythm is there in a spoon or a dustbin? Can you play on a broom? Well, for the members of the famous dancing troupe STOMP, anything is possible. STOMP is an amazing group of performers who combine movement, rhythm and visual comedy every time they appear on stage. They are definitely not traditional! It is very difficult to classify what they do. ¹ _____. There is also a lot of dancing, but done in unconventional ways. What is so unusual about the group, then? The answer is in the instruments they use. Apart from brooms and dustbins, they love playing on boxes full of matches, sand and ... bananas. ² _____. STOMP artists want to find music and rhythm in everyday objects and help us hear the things we often ignore. Instruments are not the only thing that makes the performances unusual. STOMP offers a show in which the audience are active and they have fun together with the performers. ³ _____. At the beginning the clapping sequences are very easy, but with time they become more and more complicated. The artists say that their performance is a success when people still feel the rhythm on their way back home and later. STOMP are very successful. They have performed in many different countries in Europe, Asia and in Americas. ⁴ _____. In the past, you could see them in some TV ads and in their own films, for example *Stomp Out Loud*.

- 4 Napisz krótką recenzję koncertu lub innego wydarzenia kulturalnego, w którym ostatnio uczestniczyłeś / uczestniczyłaś lub które widziałeś / widziałaś w telewizji. Odpowiedz na pytania:

- 1 Whose concert did you go to? What artist(s) did you see?
2 When was it?
3 What instruments did the musicians play?/What was the event about?
4 What did you like about the event?
5 What didn't you like about the event?

5

Speaking

describing a picture

- 1 Przyjrzyj się ilustracjom. Podaj po trzy wyrazy i dwa zwroty, których możesz użyć, relacjonując to, co dzieje się na rysunkach. Porównaj swoje propozycje z pomysłami kolegi / koleżanki.

words and expressions:



words and expressions:



- 2 Pracujcie w parach. Zróbcie listę pięciu rzeczy, które kojarzą się wam z uczestnictwem w koncercie na żywo, i trzech nieprzyjemnych rzeczy, które mogą przydarzyć się na koncercie.

Positive live concert associations	Things that may go wrong during a concert
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

- 3 **EXAM TASK** Opisz poniższą ilustrację. Odpowiedz na pytania.



- 1 How do you think the audience is feeling? Why?
- 2 Do you enjoy going to live concerts? Why?
- 3 Describe the last time you or someone you know went to a live performance.

- 1 Przeczytaj e-mail (A) i notatkę (B). Na ich podstawie wpisz polecenia 1–14 w odpowiednie kolumny tabeli (A lub B).

A

From: martee99@yacho.pl
To: jaylow@email.com
Subject: Theatre tonight

Jen,
 This is just to tell you that I've bought two tickets for *The Phantom of the Opera* – a musical by Andrew Lloyd Webber. It's on at the Roma Music Theatre tonight and it stars Łukasz Zagrobelny as the phantom. They say the sets and costumes are fantastic!
 The show starts at 7 and lasts almost 3 hours. Do you think your flatmate could pick us up after the show?
 CU tonight,
 Martyna

B

Paul,
I've gone to the theatre with Martyna. Sorry for the mess in the kitchen – I'll deal with it tomorrow – first thing in the morning.
The show finishes around 10 p.m. Can you please pick us up at the Roma Music Theatre in Nowogrodzka Street then? If you can't make it, please text me asap.
Take care,
J.

- 1 napisz, w jakim teatrze odbywa się przedstawienie
- 2 obiecaj, że posprzątasz jutro rano
- 3 poinformuj, ile trwa przedstawienie
- 4 poinformuj, dlaczego nie ma cię w domu
- 5 poinformuj, jakie są opinie na temat przedstawienia
- 6 poinformuj, kto występuje w przedstawieniu
- 7 poinformuj, na jakie przedstawienie zakupiłeś/zakupiłaś bilety
- 8 poinformuj, o której godzinie rozpoczyna się spektakl
- 9 poinformuj, o której godzinie kończy się spektakl
- 10 poinformuj, skąd współlokator ma was odebrać
- 11 poproś o pilną wiadomość SMS, jeżeli współlokator nie będzie mógł was odebrać
- 12 przeproś za bałagan w kuchni
- 13 zapytaj, czy jej współlokator może was odebrać z teatru
- 14 zapytaj, czy współlokator może was odebrać po spektaklu

A	B
Zaprzyjaźniona amerykańska studentka mieszkająca w Warszawie prosiła cię o kupno biletów do teatru. W wiadomości e-mail w tej sprawie:	Wychodzisz z koleżanką do teatru. W wiadomości napisanej do współlokatora:

- 2 **EXAM TASK** W trakcie kursu językowego w Londynie wygrałeś / wygrałaś w konkursie radiowym dwa bilety na ceremonię wręczenia międzynarodowych nagród muzycznych, która ma się odbyć w najbliższy weekend. Napisz wiadomość e-mail do znajomego / znajomej spod Londynu, a w niej:

- poinformuj znajomego / znajomą o wygranej i podaj szczegóły uroczystości,
- zaproś znajomego / znajomą na tę ceremonię,
- zachęć znajomego / znajomą do spędzenia z Tobą pozostałej części weekendu po uroczystości,
- wyraż swoje emocje związane z tą sytuacją.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że długość e-maila powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są już podane).

To: _____
 Cc: _____
 Subject: _____

Hi Jess,
 Guess what's happened!

Take care and write soon!
 XYZ

- 1 Znajdź w diagramie 8 nazw instrumentów muzycznych. Szukaj wyrazów pionowo, poziomo i po przekątnej. Jak zaklasyfikujesz każdy z instrumentów?

E	X	P	S	R	W	O	E	Y	O	G	W	E	F	H
D	Y	I	E	S	E	L	W	H	D	R	U	M	D	F
I	L	A	C	H	A	P	E	G	Y	O	R	A	E	P
T	E	N	B	K	F	X	I	D	R	W	H	O	I	L
V	I	O	L	I	N	I	O	W	D	I	A	D	N	H
O	U	W	I	I	N	Y	R	P	U	N	R	E	W	W
F	E	G	T	Y	J	T	D	Q	H	E	M	D	A	F
L	D	E	U	T	G	R	O	S	T	O	O	G	D	J
U	U	G	E	I	S	F	H	Z	E	T	N	J	B	O
T	S	B	D	E	T	H	R	X	E	F	I	E	I	I
E	R	K	F	D	Z	A	W	V	W	S	C	I	U	H
I	E	M	J	C	X	F	R	N	Q	G	A	Y	T	V
S	A	P	P	B	C	K	E	Y	B	O	A	R	D	D

1 wind instruments:

2 string instruments:

3 percussion instruments:

4 electronic instruments:

- 2 Od podanych wyrazów utwórz właściwe wyrazy pokrewne i uzupełnij zdania.

- Rachmaninov is one of my favourite _____. His piano concertos are amazing.
- I think they have a new _____ in the band. I heard him play today.
- This is a contest for young _____ singers. Come and fill in our questionnaire!
- Who's your favourite rock _____? I love Mike Portnoy!
- The streets in London are full of _____ who want to earn a few pounds.
- How many _____ are there in this orchestra?

COMPOSE
PIANO
TALENT
DRUM
BUSK
MUSIC

- 3 Uzupełnij luki 1–7 wyrażeniami z ramki.

admire the acting got excellent reviews has a happy ending
has no special effects it stars plays the role of the plot is set in

My favourite film based on a book is *A Beautiful Mind*, which tells a true but dramatic story of John Forbes Nash, a Nobel Prize winner with schizophrenia. The film is based on a best-selling book of the same title. ¹ _____ Russel Crowe as Nash and Jennifer Connelly, who ² _____ his wife. ³ _____ the USA, where Nash and his family deal with his mathematical genius and a serious illness. Luckily, it ⁴ _____. Although the film ⁵ _____, it ⁶ _____ and was a box-office hit. I ⁷ _____ of both Russell Crowe, who was nominated for an Oscar, and Jennifer Connelly, who actually won an Oscar for this film.

- 4 Dokończ zdania, stosując podane formy wyrażania przyszłości.

WILL + infinitive: future predictions

I suppose I will _____.

I expect I won't _____.

BE GOING TO + infinitive: future plans and intentions

Next year I am going to _____.

PRESENT CONTINUOUS: fixed future plans and arrangements

Tonight I'm _____.

This week I'm not _____.

- 5 Zakreśl właściwy wyraz.

- I want to be the best student at our school, so I **have to/must** learn a lot.
- If you attend a music school, you **have to/must** play a musical instrument.
- We **have to/must** buy a ticket to go to this concert.
- I **have to/must** get up early to prepare a surprise breakfast for my parents.

- 1 Write down three different kinds of film where special effects are very important.

- 2 Write down three different kinds of film which can make people cry.

- 3 Write down three kinds of television programme that you consider a waste of time.

- 4 Write down three kinds of television programme that you consider entertaining.

- 5 Write down three words that you could use to describe a concert.

- 6 Write down the names of three professions connected with creating different kinds of art.

- 7 Write down the names of three Polish artists who are famous abroad.

- 8 Write down a few ways of developing your artistic skills when you are a teenager.

- 9 Describe how an art-loving tourist could spend a day in your hometown.

- 10 Complete the questions with the missing words. Then ask and answer them in pairs.
 - 1 Who would you like to _____ on stage?
 - 2 Have you ever entered an art _____ ? Would you like to? Why (not)?
 - 3 Would you like to _____ your own music? Why (not)?
 - 4 Would you consider taking part in a _____ show? Why / why not?
- 11 Choose the correct adjectives and complete the sentences so that they are true for you.
 - 1 The most *boring* / *bored* book I have ever read is _____
 - 2 I feel really *depressing* / *depressed* when I watch _____
 - 3 The most *excited* / *exciting* music event I've ever been to is _____
 - 4 The series was really _____ *disappointed* / *disappointing* because _____
 - 5 I found the plot really _____ *surprised* / *surprising* because _____
- 12 Put the words from the box in the correct columns in the table below. Then add two more words connected to art to each column.

act art exhibition audience choir comic strip design draw gifted review
soundtrack stage statue talented theme-park

Activity	Adjectives	Person/People	Place	Product/work of art

- 13 Complete the phrases with the necessary prepositions (three of the phrases do NOT need any preposition) and then decide if you like doing the activities on your own, with a friend, or a group of friends.

going _____ a disco

going _____ walk in the park

going _____ bowling

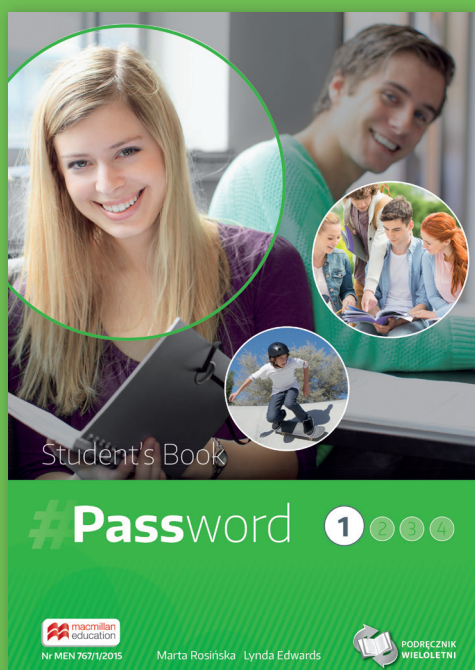
going _____ cycling

going _____ the cinema

playing _____ video games

#Password

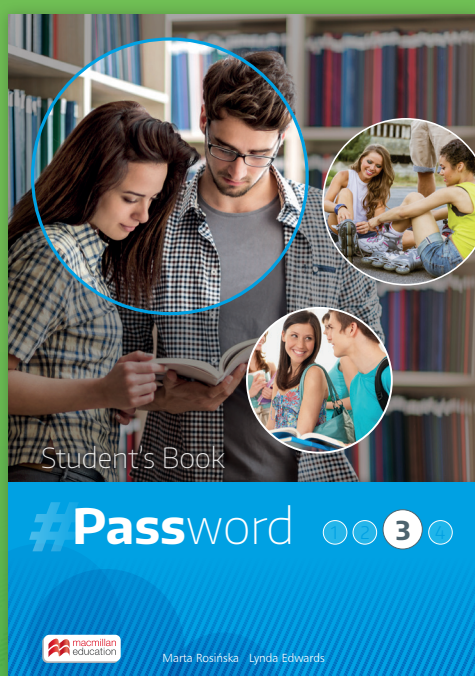
nowy kurs dla polskich licealistów



dostępny



dostępny



2017



2018

Pobierz przykładowe lekcje ze strony
www.macmillan.pl

